

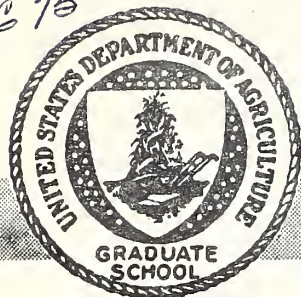
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# Newsletter



GRADUATE SCHOOL ★ USDA

MAR 28 1956

February 27, 1956

To the Faculty, Committee Members and others associated with the Graduate School: U.S. DEPARTMENT OF AGRICULTURE

We would like a luncheon date with you at noon, March 1. And we hope you will plan to attend the lectures scheduled each Wednesday afternoon at 4 in Jefferson auditorium during the month of March. Here are the details.

We are resuming our monthly luncheons in room 6962 South Agriculture on Thursday March 1. Our speaker will be O. B. Conaway, assistant director, who spent six months in Israel as UN advisor to Hebrew University in the organization of a department of public administration.

On Wednesday, March 7, the Commodity Stabilization Service will stage the final show in the "Know Your USDA" series. This one will give us the picture of "The Running Battle With Farm Surpluses."

The following Wednesday, a committee headed by Omer Herrmann, deputy administrator of Agricultural Marketing Services, will present the first of a lecture series on recent advances in agricultural marketing.

The series will open March 14 with a lecture on "Retailer Response to Changing Consumer Habits." The speaker for this lecture will be announced shortly. Arrangements are not complete as the NEWSLETTER goes to press.

On March 21, the committee will present Henry Whiteside, vice-president and director of the Chicago office of J. Walter Thompson Advertising Company. Mr. Whiteside will speak on "The Place of Advertising in Food Distribution."

On March 28, two speakers will discuss "Movements Within Transportation." They are Gregory S. Prince, general solicitor of the Association of American Railroads, and James F. Pinckney, general counsel of the American Trucking Association.

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Enrollment for the second semester of the 1955-56 school year kept pace with that of last spring. Registrar Louise Malone does not have final figures as we go to press but estimates an enrollment of about 2500 students in 164 courses here and at the educational training center at the National Institutes of Health.

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Students have grades to tell them how near they hit or miss the mark set by the instructor. We also have an evaluation plan for teachers who are new in the Graduate School or who are teaching new courses. They get a report at the end of the term on how well the course met the needs and expectations of the students. This is determined by a student questionnaire.

Reviewing the questionnaires returned on new teachers and courses the first semester, we find that the content and presentation were generally satisfactory. Comments ranged from marked enthusiasm to specific suggestions on how the course might be revised to meet the student's particular needs.

Here are sample comments:

In one course, the students said: "The instructor appears to be exceptionally well qualified to teach the course and has broadened our background in this field very greatly."

"Best course I have ever had in this field. Instructor excellent."

Professor\_\_\_ is the best lecturer I have ever encountered in my entire undergraduate and graduate career and I strongly advise the utmost use of his services."

"Not too satisfactory to have a course based on one meeting per week. Two would be better."

Another course drew these comments: "The exchange of information in class discussion was most helpful. Problems brought up were satisfactorily solved. I enjoyed, very much, visiting lecturers who gave highlights of their methods."

"This course has practical value not confined to specific fields, but inclusive. It could easily be related to training in other fields."

"Class discussions might have been directed more usefully."

Comments on another course included: "The text is too dry for lengthy reading assignments. Of a number of books in the field, it is suggested that another might be selected. Subject content in some lectures became too involved in phraseology. Less emphasis should be laid to this and more to practical aspects."

"I believe the instructor did a superlative job making a subject, which could easily appear exceedingly dull and lifeless, into an interesting and profitable course of study. If the writer were not leaving this area, he would certainly take more advanced courses from\_\_\_."

Registrar Louis Malone summarizes the replies to questionnaires in each class and then turns the student replies and her summary over to the instructor.

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We were much interested to read in THE NEW YORK TIMES, February 11, of the growth of an institutional contemporary, the New School for Social Research. It was established in 1920, only one year before the first classes were held in the Graduate School.

The laying of a cornerstone in a building program designed to double its present facilities was the occasion for an editorial in the TIMES. We quote in part, "The new building will be the outward and visible sign of the vitality of its founders' vision. Breaking sharply with tradition some

thirty-six years ago, they saw the need for an institution in which mature men and women could work with great teachers in relating learning to experience. The school aims at 'imparting knowledge which is applicable to live situations.' To that end, it constantly strives to fit its curriculum 'to the burning issues of the times.' It is 'ever new.'

The School now has a truly international Graduate Faculty of Political and Social Science and is empowered by the State to grant advanced and bachelor's degrees. May the new building well serve the school's high purposes.

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Can we build a scientific training center that offers attractive incentives for further education to young men and women coming into government at the GS-5 or GS-7 level and that may eventually offer degrees in certain highly specialized fields?

This question was posed -- in several parts -- at a meeting of faculty and committee members of the educational training center sponsored by the Graduate School of the National Institutes of Health, February 10.

It wasn't answered but it led to a discussion of the need for that type of education and the opportunities for leadership by scientists at NIH and other government research agencies in the Washington area.

Dr. Daniel Steinberg, who served as chairman of the meeting, reviewed the activities of the past two years in which a program has been initiated in cooperation with the Graduate School.

As we anticipated, in view of the rich resources in scientific talent and interest in the biological sciences at NIH, the most popular courses have been in this field. Opportunities are more limited for setting up courses in the humanities and in public administration but an effort is being made to stimulate interest in these lines of study.

150 students are enrolled in 14 courses at NIH this semester.

O. B. Conaway, assistant director, and Mrs. Louise Malone, registrar, represented the Graduate School at the meeting.

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As the "Know Your USDA" series draws to a close, everyone who has had a hand in the presentations seems to be in agreement on two things. The shows have demanded unusually hard work. The results have been worth the effort. All of us who have seen them have benefited from the imaginative staging of each agency's story.

Phil Brown of Farmers' Home Administration tells us that after their agency's show, February 8, the cast held a party in one of the cafeterias, and heard a tape recording of how the program would have sounded if everything had gone wrong -- if key characters had been called away just as they were ready to go on stage, if the scenery had caught fire, and if other mishaps had occurred.

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Someone observed recently that public service would be improved if we had a device -- a kind of a musical chairs game -- by which workers in the States and the Federal agencies could exchange jobs for limited periods.



We have recently had a good illustration of the benefits that come to a Federal agency when a State worker can be tapped for a year's service. The employee in this case was Lisle Longsdorf of the Kansas State Extension Service. He spent a year in USDA's Office of Information helping Director Lyle Webster set up a visuals education program. During his Washington assignment, Mr. Longsdorf also made a valuable contribution to the Graduate School in suggestions of services by which we may help the Land-Grant colleges. His sound understanding of programs and people, and principles and methods of communication has been most useful on the national level.

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Our note on current college use of educational television in a recent issue of the NEWSLETTER prompted Walter Emery of the Joint Committee on Educational Television to send us additional material on this subject. It included a preliminary report on a survey he recently completed on educational television in New York State for Governor Harriman. Along with it was the October 1955 issue of the American Psychologist, a special issue on educational television.

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We are indebted to Robert T. Hall, former Graduate School instructor, for a note on a rapidly growing organization of interest to many of you. This is the D. C. chapter of the Association of Technical Writers and Editors, Formed last November by 25 charter members, it now has a membership of about 90. The national organization was set up following a meeting of the American Documentation Institute here in 1953. Mr. Hall, chief of the editorial branch for Forest Service, is secretary-treasurer of the D. C. chapter. He will speak on his experience in recruiting and training technical editors at next month's chapter meeting. This will be held Thursday evening, March 1, in the auditorium of the National Housing Center, 1625 L Street, N. W.

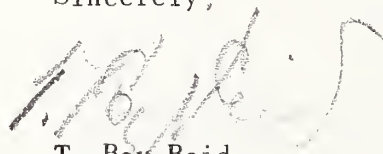
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We are happy to welcome Tony M. Baldauf of USDA's budget and finance office to one of our committees. He is chairman of the sub-committee on procurement and property management.

T. Wilson Longmore, a member of our social science faculty from 1945 to 1953, died in Chicago, January 22, after a long illness. Dr. Longmore left USDA three years ago to do research on housing for the Institute of Inter-American Affairs in Bogota, Columbia. Later he went to India where he represented the University of Illinois in the Agricultural Institute at Allahabad. He was returned to the United States in December. A memorial educational fund has been established for his three children, Ann, Jimmy, and Laura Jean. Friends in the Graduate School may make contributions to Ralph Nichols, 3417 South Building, AMS, USDA.

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Sincerely,



T. Roy Reid  
Director